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RELATIONSHIP BETWEEN CREATIVITY AND SELF-ESTEEM
IN ELDERS LIVING IN THE COMMUNITY

By
Sandra Cross

A Thesis
Submitted to the Faculty of
Mississippi University for Women
in Partial Fulfillment of the Requirements
for the Degree of Master of Science in Nursing
in the Division of Nursing
Mississippi University for Women

Columbus, Mississippi

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IN ELDERS LIVING IN THE COMMUNITY

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Abstract

This was a descriptive correlational study to explore the relationship of creativity and self-esteem in elders living in the community. The research question asked: Is there a relationship between creativity and self-esteem in elders living in the community? The theoretical framework was Erickson's (1983) Modeling and Role-Modeling, a developmental theory of adult functioning.

The sample for the study consisted of 30 elders from the senior citizens center. Data were collected using the Khatena Torrance Creativity Perception Inventory and the Rosenberg Self-Esteem Scale. Data were analyzed using the Pearson Product Moment Correlation at the .05 level of significance. Results revealed $r(30) = .79$, $p = .001$; the researcher concluded that creativity and self-esteem are significantly correlated in elders.

Recommendations for future study include research on creativity and self-esteem in elders and promotion of programs to teach the importance of creativity and self-esteem in elders.

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Chapter I

The Research Problem

Aging is a complex multidimensional, life-long process to which each person brings a unique history (Zins, 1987). Aging also is filled with mystery, energy, creativeness, and a sense of fulfillment. The later years of life should be lived creatively and actively with positive feelings of self. Yet, elderly people often are labeled as a problem group that should retire at age 62 because they are senile and cannot contribute to society (Zins, 1987). In addition many elder adults are inhibited from realizing their potential accomplishments because they believe myths about the decline of creativity with age (Breitung, 1988). Negative attitudes may result leading to a decrease in self-esteem thus contributing to depression in this cohort group.

Since the number of elders has increased more research needs to be conducted which focuses on creativity and its impact on the elder's self-esteem. Therefore the purpose of this study was to explore the relationship of creativity and self-esteem in elders.

Introduction to the Problem

In the broadest sense creativity is a term which expresses change and newness. Harrington (1981) stated that creativity is the ability to produce socially useful and unusual products in some area of endeavor. Long viewed as one of the essential characteristics of a vital society, creativity has yielded a stable set of core traits, including independence, self-confidence, and a view of self as creative (Goldsmith & Matherly, 1989).

In the last 25 years creativity has become a topic of much research both in this country and abroad. Yet, this phenomenon still is difficult to identify, measure, and explain (Buckmaster, 1985). Creativity has been assessed as a product, as a capacity, as a process, and as an aspect of the total person. Not surprising is that these different points of view regarding creativity now are shared by researchers who have made creativity an area to study (Tryx, 1968).

Dacey (1989) conducted a study of the peak periods of creative growth across the lifespan. The study included both male and females. The peak periods of creativity were 0 to 5, 10 to 14, 18 to 20, 29 to 31, 40 to 45 and 60 to 65 years old. For most men and a growing number of women, age 60 to 65 is the period in which retirement occurs. During this same time elders are faced with major adjustments due to multiple personal losses. Some elders adjust poorly to

these changes and begin withdrawing from society; others use this time as a chance to pursue creative developments.

In a study conducted by Dennis (1966) creative productivity was evaluated. The sample included 738 persons, all of whom lived to age 79 or more. The governing factor in Dennis' study was the use of longitudinal data considered to be the valid way to study age and productivity. The study revealed that all creative persons who lived to the age of 79 or beyond made valuable contributions. The percentage of works done by these persons in each of the decades between the ages of 20 and 80 were examined. For most scholars and scientists, the peak period of creativity was between their 40th and 60th birthdays and most produced as much in their 70's as they did in their earlier years. The peak period for artists tended to be the 4th decade but they were almost as productive in their 6th and 7th as they were in their 2nd decade (Dennis, 1966).

Of the 100 highly productive people studied by Lehman (1953) and the 300 notably creative people studied by Pressey (1980) major productivity of elders began in the years after 60. Pressey (1980) also was able to identify these elders as high goals setters (Dacey, 1989). Much of the natural creative imagination of childhood is subdued by enculturation. In old age some persons seem to break free of excessive enculturation and again express their free

spirit when practical matters no longer demand their sole attention (Dacey, 1989).

McLeish (1976) discussed the negative stereotype and social conventions regarding the elderly, the theory and practice of creativity, the relationship of creativity to self-identify and development, the perils and potentials of later years, and the influence of aging on mental performance. He believed that there is a peak period of creativity which is related to high self-esteem.

Self-esteem comes from a lifetime of feeling wanted and loved, or a feeling that one is "OK." Available evidence suggests that positive self-esteem is an important component of general assessment of life. Self-esteem may become increasingly salient with the transition from middle to old age (Schwartz, 1975). Most theorists suggest that self-esteem is developed and maintained through a successful process of personal interaction and negotiation with the environment (Newman, 1979). To the degree that environmental changes accompany the process of aging, self-esteem is renegotiated. Age-related events and stresses in late life may alter the older individual's self-esteem to the degree that successful negotiation with the environment are less likely to be positive. Thus self-esteem appears to be a useful indicator of subjective quality of life (Newman, 1979).

Self-esteem was studied by Rosenberg (1965) who concluded that the person with low-esteem tends to

experience greater anxiety, greater interpersonal awkwardness, and greater interpersonal isolation than does the person with high self-esteem. In addition, the low self-esteem person lacks confidence, is not a leader, and desires upward mobility but expects failure (Newman, 1979).

Healthy adaptive aging, as represented by life satisfaction and self-esteem, has seldom been addressed through research. Physiological and psychological changes, associated with aging, can affect life satisfaction, creativity and self-esteem (Thomas, 1988). Therefore, this study sought to examine the variables of creativity and self-esteem in elders.

Theoretical Framework

The theoretical basis for this study was derived from Erickson, Tomlin and Swain's theory of Modeling and Role-Modeling (1983), a developmental theory of adult functioning. This theory can be used as a basis for working with elders to provide holistic care and develop an understanding of the elder's world from their perspective. In this model, the nurse clinician facilitates and motivates elders in attaining their desired goals through intervention.

Synthesized within the model are the theories of Erickson, Maslow, Selye and Engel, and Piaget. Addressed in the model is the interrelatedness among the satisfaction of basic needs, development of the psychological and

cognitive sub-systems, and the individual ability to maintain a state of holistic health and well being (Erickson, Tomlin & Swain, 1983).

According to Erickson, Tomlin and Swain (1983), a person's ability to cope with stress depends on the quantity and quality of stressor, the degree of basic need satisfaction, and the level of psychosocial and cognitive development. Therefore, nursing interventions need to be aimed at promoting growth and development and enhancement of the person's ability to cope effectively.

Person was defined as a holistic, health oriented, growth striving being who has innate basic needs and whose psychosocial and cognitive development proceed through a series of predictable sequentially ordered stages. Person was further explained by identifying specific variable and non-variable concepts. Non-variable concepts of person are holism, internal model of the world, and affiliated-individuation. The variable concepts include the degree of basic need satisfaction (Maslow), level of psychosocial development (Erikson), and level of cognitive development (Piaget).

Environment was described as the individual's interpersonal relationships with the surroundings. Emphasis is on the emotional environment which provides for expression and satisfaction of basic needs and provides for the process of psychosocial and cognitive development. All persons have an innate need to be part of the external

interpersonal environment (Stein, 1989). In this study persons included elders who were undergoing the last stages of development. These elders were considered to be unique individuals with a possible deep desire to express themselves creatively with their environment.

Nursing was defined by Erickson, Tomlin and Swain (1983) as a collaborative process between the nurse and client. Nursing was considered as the holistic helping of persons with their self-care activities in relation to their health. This interactive interpersonal process nurtured the client's strengths and enabled development, release, and channeling of inner resources for coping with the environment. In this study the geriatric nurse clinician was considered to be part of the interpersonal process by being in a position to build a positive sense of self-fulfillment and decrease depression in elders. This process could have been achieved as the geriatric nurse clinician motivated, nurtured, and encouraged elders to express themselves creatively.

The non-variable concepts of nursing included the client, while the variable concepts included facilitation, nurturance, and unconditional acceptance of the client. The goal of nursing was to help the elders achieve a state of perceived optimum health and contentment (Erickson, Tomlin & Swain, 1983). Nursing interventions focus on facilitating the elder to develop and mobilize inner resources, nurturing by understanding and accepting the

client's model of the world, and finally by unconditional acceptance of the elder as a unique, worthwhile individual (Stein, 1989).

Significance of Study

This study added to the science of nursing, clinical practice, theory, and research by exploring the importance of creativity and self-esteem in elders. Furthermore this research explored the existence of a positive relationship between expression of creative processes and a positive self-esteem. The geriatric nurse clinician can better provide therapeutic care to clients knowing that creative expressions is directly related to a positive self-esteem in elderly clients.

Assumptions

The assumptions upon which this study were based are:

1. The capacity for creativity exists in elders.
2. Self-esteem in elders exist and can be measured.

Research Question

The research question of this study was: Is there a relationship between creativity and self-esteem in community-based elders?

Definition of Terms

For the purpose of this study the terms were defined in the following manner:

Creativity was the capacity for making the fullest use of one's inner potentials (Maslow, 1959). For this study, creativity was measured by the Khatena-Torrance Creativity Perception Inventory (1976).

Self-esteem was a general sense of self-worth; a belief that one was basically a person of value acknowledging personal strengths and accepting personal weaknesses. Related concepts include self-regard, self-acceptance, self-concept and self-image (George & Beacon, 1980). In this study self-esteem was measured by the Rosenberg Self-Esteem Scale (1965).

Elders living in the community referred to men and women 60 years of age and over who are able to see, hear, read, write and understand directions. These criteria were determined when the elders were told to sign their consent and put their age in the appropriate space.

Chapter II

Review of Literature

The purpose of this study was to explore the relationship between creativity and self-esteem in elders. In a selected review of literature no studies were found that specifically pertained to creativity and self-esteem in elders. Therefore, this review of literature focused on the concepts of creativity, self-esteem and a study to measure creativity and self-esteem.

Creativity

The study of creative potential was considered to focus upon the development of abilities believed to be essential to creativity and upon the changing nature of creativity with age and experience (Neugarten, 1968). Two studies are presented pertaining to creativity.

Sharma (1981) conducted a study to explore intrinsic values-altruism, productivity, independence, intellectual stimulation, and aesthetics in relation to creativity. The sample was 100 secondary school girls. Creativity was measured by three researcher developed verbal tests reflecting creative thinking. All three tests were scored

for fluency, flexibility and originality. Total scores ranged from 1 to 20 with a mean of 10 and a standard deviation of 3.

Data were analyzed using the Pearson Product Moment Correlation. Intrinsic values and factors of creativity, fluency, flexibility and originality, and total creativity scores indicated that fluency was not related to any intrinsic value, while flexibility was found to have a significantly positive correlation [$r(100) = .73, p > .05$] to intellectual stimulation. Originality was found to have a positive correlation to independence and intellectual stimulation [$r(100) = .768, p > .05$], but a negative relation [$r(100) = -.873, p > .01$] to altruism. Total creativity scores were found to be positively correlated to only intellectual stimulation [$r(100) = .53, p > .05$]. Sharma (1981) determined that subjects with high creativity scores have higher intellectual stimulation scores. This study supported the fact that intrinsic values exist in every person. The researcher recommended that future study focus on older groups of subjects of both sexes.

Amabile (1983) conducted a study to determine if thinking about extrinsic rewards would produce a positive effect. Seventy-two creative writing students from a university in a northeastern town volunteered to participate. The students were administered a researcher developed questionnaire, The Work Preference Inventory (WPI). The WPI was used to measure intrinsic and extrinsic

motivation. All 72 students then were given blank paper and pencils and told to write poetry. After completing their poetry exercise, the students were divided into three groups. The first group was given a list of extrinsic reasons for writing, such as impressing teachers, making money, and getting into graduate school. The subjects were asked to think about how important each of these motives was to them. Students in the second group were given a list of intrinsic reasons such as the enjoyment of playing with words and satisfaction from self-expression. They also were asked to think about how important each of these motives was to them. The third group did not get a list. All groups were instructed to write poetry again.

The results of the study were judged by 12 independent poets who determined that the students who had thought about the extrinsic reasons not only wrote less creatively than the others, but the quality of their work was significantly worse after seeing the list than it had been earlier. The study concluded that creativity is motivated by intrinsic values more so than by extrinsic pressures. Recommendations for future studies were not addressed in this study.

Self-Esteem

Self-esteem is fundamental to the individual's concept of self. Many factors affect the self-esteem of

elders. Five studies are presented pertaining to the concept of self-esteem.

Pensiero and Adams (1987) studied dress and self-esteem in elder women residents in two philanthropic nursing homes located in a large mid-western metropolis. Nursing home D housed 220 residents who wore their own clothes. Nursing home N housed 200 residents who wore bed clothes.

The directors of nursing and head nurses compiled a list of subjects from which 20 were selected at random. In nursing home D, 50% of the subjects were 70 to 79 years of age, and 50% were 80 years and above. In nursing home N, 45% of the subjects were 70 to 79 years of age and 55% were 80 years and above.

The data were collected by interview because of physical disabilities. Four instruments were used in the following order: Subject Demographic Characteristic Form, The Katz Index of Activities of Daily Living, the Rosenberg Self-Esteem Scale, and the Katz Walking Status Scale. Scores from the Rosenberg Self-Esteem Scale document that 70% of the subjects of all ages, in nursing home D, had high self-esteem while in nursing home N, only 16% had high self-esteem.

The Chi-square test was used to compare the two nursing home samples. Results revealed a significant $p < .001$. These results indicate that through the act of dressing elders achieved a sense of self-esteem. Elders

used creativity in choosing their daily attire. This autonomy in dress gave them a feeling of independence and accomplishment which fostered a high self-esteem.

In a correlational descriptive study, Simon (1988) examined the relationship between uses of humor and health outcomes as measures by perceived health, life satisfaction, and morale in older adults. The sample of this pilot study consisted of 24 volunteers from a senior citizens center who were ambulatory adults over 61 years old. Subjects were administered questionnaires which consisted of a demographic data sheet, the Situational Humour Response Questionnaire, Coping Humour Scale, Current Health Subscale, Life Satisfaction Index, and the Affect Balance Scale.

The findings revealed significance ($p < 0.05$) positive relationship between situational humor and perceived health ($r = 0.43$), and situational humor and morale ($r = 0.38$). Furthermore, there was a significant negative relationship between coping humor and perceived health which influenced the older adults' perceptions of perceived health, life satisfaction and morale, and may assist in successful aging. These findings support the idea that healthy outcomes from clients, such as creative expressions, are determined by a positive perception of self such as high self-esteem. Simon (1988) recommended the need for further research to examine these relationships with a larger sample.

Parent and Whall (1984) addressed the following hypotheses to determine the relationship between physical activity, self-esteem and depression in older adults. Hypothesis 1 was that older adults who participate regularly in physical activity will demonstrate a greater self-esteem score as measured by the Rosenberg Self-Esteem Scale, than older adults who do not participate in such physical activity regimes. Hypothesis 2 was that older adults who participate regularly in physical activity will demonstrate a lower depression score as evidenced by the Beck Depression Inventory Scale, than older adults who do not.

The sample consisted of 30 people who were 60 years of age and older. Subjects were residents of a senior citizens complex and participants at a neighboring senior citizens center located in a large mid-western metropolitan area.

Data were collected using an expanded version of the Functional Life Scale or FLS, the Rosenberg Self-Esteem Scale, and the Beck Depression Inventory Scale or BDI. Data were analyzed using totals for the activity scales, the FLS subscales, the Self-Esteem Scale, and the Beck Depression Inventory. Findings revealed that the relationship between physical activities participated in on a weekly basis and self-esteem scores was inversely correlated ($r = .21$). The researcher believed that the items in this section of the instrument needed to be

reevaluated to determine if these led to the negative results. The strongest correlation in the hypothesized direction was between physical activities performed on a monthly basis and self-esteem ($r = .30$, $p = .03$).

A finding which is consistent with the literature and which was well supported by this study is that self-esteem and depression are negatively and strongly correlated. When the subjects in this study participated in a regular monthly activity program, their self-esteem scores were higher and their depression scores were lower.

Parent and Whall (1984) identified that the study was limited in terms of the parameters of sample collection and sample size. Therefore the results of the study cannot be generalized. These researchers recommended that the exact nature of the relationship between physical activity, self-esteem, and depression be explored further.

Relationships among perceived social support, self-esteem, and positive health practices among adults living in a southwestern metropolitan area were studied by Muhlenkamp and Sayles (1986). The sample ($N = 98$) of convenience was selected from an adult apartment complex. The variables of interest were measured using three self-report questionnaires, Personal Resource Questionnaire, Coppersmith Self-Esteem Inventory, and Personal Lifestyle Activities Questionnaire. Data were analyzed using multiple regression techniques. Initially, a positive association among the variables, self-esteem, social

support and life-style, was determined using a simple correlation matrix. To further explicate the relationships among the variables, a theoretical causal model was developed and tested. Using path analytic techniques, both the direct and the indirect effects of various independent variables on life-style were determined; 28% of the variance, $p < .0001$, was accounted for by the model (Muhlenkamp & Sayles, 1986).

Muhlenkamp and Sayles (1986) suggested that both self-esteem and social support were positive indicators of life-style. Further, social support was found to exert influence indirectly through its direct effect on self-esteem.

Social support is necessary throughout the life span. Health professionals are becoming more aware of social self-esteem and positive health practices because there is a rapid growth in the population aged 65 and older and the desire for a satisfactory life (Muhlenkamp & Sayles, 1986).

A descriptive study by Huss, Buckwalter, and Stolley (1988) examined the relationship between life satisfaction and perceptions in nurse resident relationship. Thirty subjects were included from two intermediate care facilities. The sample was comprised of 23 (76.7%) females and 7 (23.3%) males. The mean age of subjects interviewed was 85 with a range of 67 to 97 years of age. Elderly residents were interviewed using a schedule that consisted

of six sections; Demographic Data, The Life Satisfaction Index, "Trusting Relationship Area" by Risser, Social Contact Inventory, Individual Perception of Health Status, and the Activities of Daily Living.

To determine if a relationship existed between life satisfaction and residents' perception of the nursing staff, a correlation matrix was used. The correlation between life satisfaction and perception of nursing staff was not significant. A positive view of the nursing staff did not appear to be related to life satisfaction. The strongest correlation was found between life satisfaction and perception of health status ($r = .72$, $p < .001$).

The combined independent variables of health status, nurse/resident relationship, presence of a confidant, and activities of daily living had a strong relationship to life satisfaction. Health status was the most important contributor in explaining life satisfaction. Elderly residents who reported the presence of a confidant had a significantly higher life satisfaction score. Nurses contributed to higher life satisfaction scores through their roles as confidant.

The researchers recommended that nurses implement preventive and health maintenance measures through counseling. Also nurses should promote intervention between nurse and client to allow communication opportunities which can result in relationship-building experiences.

Creativity and Self-Esteem

One study was found that related to creativity and self-esteem. Goldsmith and Matherly (1989) explored correlated scores on three self-reported instruments measuring creativity and three self-reported instruments measuring self-esteem. Fifty-five male and 63 female (N = 118) college students from a large southeastern university volunteered to participate. The combined mean age was 21.4 years with a standard deviation of 2.0.

The purpose of the study was to present evidence supporting the proposition that self-confidence is positively associated with creativity. Messich (1981) hypothesized about constructs that are not directly observable are best tested using multiple operationalizations of the construct.

The respondents were administered the following tests in small groups over a half-year period: The Creative Motivation Scale (CMS), the Adjective Check List which contained two parts, the Rosenberg Self-Esteem Scale (RSE) and the Mood Assessment Tool.

A multivariate analysis of variance (MANOVA) tested the overall differences between sexes on the six creativity and self-esteem measures. The individual mean values for men and women for each scale were compared using the t test. Although the difference in mean scores for the seven scales were significant at the .10 level, the null hypothesis that each scale's score were normally

distributed about its mean could not be rejected for any scale. The findings of the study supported the generally accepted belief that creativity and self-esteem are positively related.

The researchers recommended that future studies focus on the use of multiple measures of these and related constructs to avoid mono-operational bias. Also, future studies should focus on causal relationships between creativity and other personality traits.

Summary

The literature documents that creativity and self-esteem are intrinsic, need motivating, are perceived as part of good health, and are very important to elders life satisfaction. Because these two concepts affect life satisfaction, they are considered basic human needs. Very few studies have been done thus far to determine the relationship of creativity and self-esteem. Most studies concerned either creativity or self-esteem as separate constructs. This lack of specific literature exploring creativity and self-esteem in elders supported the need for further research.

In conclusion, nurses need to be knowledgeable about the aging process, negative stereotyping, and the potential for creativity and self-esteem in elders. In a collaborative effort motivating, nurturing, and enhancing

elders to express themselves creatively will lead to a positive self-esteem and to healthy adaptive aging.

Chapter III

Research Design and Methodology

Research Design

The design for this study about the relationship of creativity and self-esteem in elders living in the community was descriptive correlational. This type of design was chosen because the aim of descriptive correlational research is "to describe the relationship among variables rather than to infer cause and effect relationships" (Polit & Hungler, 1987, p. 147). Descriptive correlational research often is useful in laying the ground work for further studies (Polit & Hungler, 1987). This design was appropriate for this study because the relationship between the variables of creativity and self-esteem has not been described.

Variables

The variables of interest in this study were creativity as determined by the Khatena Torrance Creative Perception Index and self-esteem as determined by the Rosenberg Self-Esteem Scale. The controlled variables were

age and literacy. Intervening variable may have included time of day and setting in which data were collected.

Setting, Population and Sample

The setting for this study was a senior citizens center in East Mississippi. The center is located in an area that is easily accessible for elders of all ages. According to the 1980 United States Census, this city has a population of 46,577 with 9,621 persons aged 65 years and older. The city was once a small farming community, but has grown into an industrial center and is the medical center for East Mississippi and West Alabama.

The senior citizens center provides a variety of activities for people aged 55 and older to stimulate the socialization of elders with their peers. About 250 elders attend the center weekly on a regular basis (Meridian Parks, Recreation, and Cultural Affairs, 1989).

The population included all elders over the age of 60, who used the center and were able to see, read, write and comprehend directions for simple test items. The non-random sample of convenience included elders who met the criteria, were present for instructions during data collection time, and signed an information/consent sheet to participate (Appendix A). The sample size was 30 persons.

Instrumentation

Two instruments were used to collect data in this study. Creativity was measured using Something About

Myself, one of the two tests that comprise the Khatena Torrance Creative Perception Inventory (Khatena & Torrance, 1976). This instrument (Appendix B) is based on the rationale that creative functioning is reflected in the personality characteristics of the individual. Also included in the instrument are the way the individual thinks, or the kind of thinking strategies employed, and the products that emerge as a result of the individual's creative striving. In the instrument are presented statements to which subjects respond by placing checks by those that applied to them and leaving blank those that did not apply. Each checked response received one point while each blank received a zero. A total creative perception index was determined by summing the points which may range from 0 to 50. The greater the number of points, the higher the creativity of the person.

The test format ensured a very high degree of objectivity in the scoring, and interscores reliability was found to be very high. To test reliability, the responses of 50 college adults and 50 adolescents with equal numbers of males and females selected at random from the norm groups of 1,358 subjects were independently scored by two student assistants. A Pearson Product Moment Correlation Coefficient was $r(100) = .99$, ($p < .01$) (Khatena & Torrance, 1976). Permission to use the tool was obtained (Appendix C).

Internal consistency of the test was determined by the split-half and equivalence method. The responses of 773 adult and 304 adolescent subjects were analyzed by the equivalence method to determine internal consistency of the checklist. Reliability coefficients of .85, .79, and .68 were found for the adult and adolescent groups and the two groups combined (Khatena & Torrance, 1976).

Validity evidence cited in individual use and research theses is highly supportive of Something About Myself as a measure of creative self-perceptions (Khatena & Torrance, 1976). Using the total score of this instrument as a creative index, the scores of 144 subjects were correlated with verbal originality scores of Form 1B on the Children's Version of Sounds and Images as criterion; a coefficient of $r(144) = .18$, $p < .05$ was found.

Self-esteem was measured using the Rosenberg Self-Esteem Scale (1965) (Appendix D). This instrument appears to be valuable for measuring global self-esteem for all ages, including older adults (George & Beacon, 1980). The scale is comprised of ten items associated with self-acceptance. The original response format used a 4-point Likert scale, however, to accommodate elderly subjects, the response format was modified to a Guttman Scale of "agree" or "disagree." Agreeing with items 1, 3, 4, 7, and 10, and disagreeing with items 2, 5, 6, 8, and 9 contributed to a positive self-esteem score. The higher the scores on a

scale of 1 to 10, the higher the self-esteem. Permission to use the tool was obtained (Appendix E).

In terms of test-retest reliability, Silver and Tippet (1965) report a correlation of $r(100) = .85$. This finding was determined after the test was administered to college students at 2 week intervals. Convergent validity was established through comparison with other measures of self-esteem with correlations ranging from .56 to .83. Although Rosenberg's Self-Esteem Scale was initially developed for an adolescent population, it has been used extensively with other populations, including the elderly (Nelson, 1989).

Data Collection

After receiving approval by the Mississippi University for Women Committee on Human Subjects for Experimentation (Appendix F), the director of the senior citizens center was contacted. The research endeavor was explained and written consent (Appendix G) obtained. A date and time for data collection was agreed upon. This researcher made frequent visits to the center before the actual data collection day to get acquainted with the participants at the center.

On the day of data collection, all perspective participants met as one group. A verbal explanation of the study was given and a written consent form (Appendix A) was signed by each subject willing to participate in the study.

The acts of signing and dating in the appropriate place on the consent form determined subject's ability to read, write, and understand directions.

The researcher gave verbal directions for each instrument and was available for any problems with scoring. After completing the Khatena Torrance Creativity Perception Test, subjects were asked to complete the Rosenberg Self-Esteem Scale. The participants were told to turn their instruments in to the researcher when completed.

Statistical Analysis

The Pearson Product Moment Correlation was used to analyze data from the Khatena Torrance Creativity Perception Inventory and the Rosenberg Self-Esteem Scale. The Pearson r was selected for its reliability and validity as a correlation index tool. This statistic is computed when variables being correlated have been measured on either ratio or interval scale (Polit & Hungler, 1983). The level of significance for this study was .05.

Limitations

Limitations to this study regarding the relationship between creativity and self-esteem in elders in the community include:

1. The sample was limited in size and selection which prevented generalization of the findings.
2. Limiting the sample to the community elderly prevented generalization to the institutionalized elders.

Chapter IV

Analysis of Data

The purpose of this descriptive correlational study was to determine the relationship of creativity and self-esteem in elders. Erickson's (1983) Modeling and Role-Modeling, a theory of adult functioning, was used as the theoretical framework for the study. In this chapter the sample is described, the data is analyzed and other findings are presented.

Description of the Sample

The sample consisted of 30 elders ranging in age from 60 to 83 years with a mean of 70 years. The majority 53.3% were 60 to 70 years of age while 46% were 71 to 83 years old. Twenty-four (80%) were female while six (20%) were male. Five (17%) of the sample were black and 25 (83.3%) were white.

Results of Data Analysis

The research question was: "Is there a relationship between creativity and self-esteem in community-based elders?" Creativity was measured using Something About Myself, one of two tests from the Khatena Torrance

Creativity Perception Inventory. The scores ranged from 20 to 30 with a mean score of 25.1. The Rosenberg Self-Esteem Scale was used to collect data to measure self-esteem. Scores ranged from 7 to 10 with a mean score of 8.7. Data were analyzed using the Pearson Product Moment Correlation at the .05 level of significance. Results of the analysis revealed $r(30) = .79$, $p > .000$, thus creativity and self-esteem are significantly and positively correlated in elders.

Other Findings

Since Dacey (1989) stated that peak periods exist along the life span, the data were further analyzed to determine if there were differences between the mean rank scores of the respondents when divided into two age cohort groups: Group 1, aged 60 to 70 ($n = 16$), and Group 2, aged 71 to 83 ($n = 14$). To analyze the data, the Mann Whitney test was used at the .05 level of significance. Tests for equality between the two groups revealed that the creativity mean score of Group 1 equaled the creativity mean score of Group 2. Self-esteem scores of Group 1 also equaled Group 2 self-esteem scores. No significant difference in group scores were found, therefore, no peak periods existed for creativity in ages 60 to 83 years. Further the levels of self-esteem were equal which may imply that the level of self-esteem was high for ages 60 to 83 years.

Chapter V

Discussion, Conclusions, Implications and Recommendations

This descriptive correlational study was designed to explore the relationship of creativity and self-esteem in elders. Erickson's (1983) Modeling and Role-Modeling theory of adult functioning was used as the theoretical framework for the study. The research question was: "Is there a relationship between creativity and self-esteem in elders living in the community?" The sample included a group of 30 elders age 60 to 83 years from a senior citizens center.

Two instruments were used to collect data. Creativity was measured using the Khatena Torrance Creativity Perception Inventory and self-esteem was measured using the Rosenberg Self-Esteem Scale. Data were analyzed using the Pearson Product Moment Correlation. The analysis of the data revealed a relationship between creativity and self-esteem in elders that was positive and significant at the .05 level.

Discussion, Conclusions, and Implications

This study establishes that a strongly positive ($r = .79$) relationship exists between creativity and self-esteem in elders. This finding indicates that the higher the elders creativity score, the higher their self-esteem score. One may conclude that elders that are productive or creative may feel good about themselves. This finding supports Goldsmith and Matherly (1989) study. Although the age distribution for the samples were different (college students, x age 21 and elders, x age 71), the results were consistent. This consistency of a positive correlation between creativity and self-esteem across the age span may reveal that the level of creativity is a predictor of the level of self-esteem. So the more creative or productive an individual is, the higher the self-esteem or self concept. On the other hand, the findings may not be conclusive due to the small non-randomized sample size. Continued research on these variables is recommended.

Dennis (1966) believed that elders do make valuable creative contributions to society. In his study of elders 65 years and above, Pressey (1980) found that major productivity began after age 60. Examples cited included Albert Einstein, Benjamin Franklin, Anna Mary (Grandma) Moses, and George Washington Carver, all of whom were over 60 years when they made their greatest creative contribution to mankind. These authors amplify the fact that elders possess the innate need to be part of the

environment and interact with society by creatively contributing to the external interpersonal environment (Erickson, Tomlin and Swain, 1983). It is difficult to separate an individual's social and emotional environment which effect their external environment. Elders in the current study exhibited high creativity and high self-esteem which seems to validate the successful integration of social and emotional environment.

Creativity in this current study may be considered an intrinsic value that may reflect beliefs about self. Intrinsic values impact extrinsic values, a part of the external environment. Sharma (1981) explored intrinsic values and creativity. His findings supported Maslow's belief that motivation or desire for self actualization is universal. Maslow (as cited in Erickson, Tomlin and Swain, 1983) suggested that great works of art, philosophy and science are produced by an "integrated" creativity composed of primary (creativity in every human at birth) and secondary (rational, logical productivity that is intrinsically acquired by aging) creative processes. This integration of creative processes is present in everyone and is correlated with mental health.

Additionally, extrinsic and intrinsic effects on creativity were studied by Amabile (1989) which supported Sharma's research. Creativity was concluded to be motivated by intrinsic values more so than by extrinsic pressures. If the intrinsic value is high (self-esteem),

it may impact the extrinsic value (creativity) as found in the current study. Accepting this premise, the clinician should stimulate the clients inner resources which provides for externalization of creative expressions and satisfaction of basic inner desires and needs. Through motivating and nurturing, the clients creative sense of fulfillment and self worth is achieved which fosters a positive self-esteem. Since, few studies have described and evaluated creativity and self-esteem continued investigation of these variables is mandated.

According to Erickson's theory of Modeling and Role-Modeling, self-esteem is a basic need, and positive self-esteem helps in the development of adult mental health. The elder was defined by Erickson, Tomlin and Swain (1983) as a holistic, health oriented, growth striving being who has innate basic needs and whose psychosocial and cognitive development proceed through a series of predictable sequentially ordered stages. Findings of the current study support this view of the elder as being creative and needing positive self-esteem.

Muhlenkamp and Sayles (1986) found that through positive self-esteem the elder will be more productive to self and society which will contribute to good mental health. Conclusions from the current research supports these findings.

Many times negative attitudes placed on the elders by society affect the holistic person, which decrease self-

esteem and contribute to depression. Because depression in later life is impacted by a lack of self-esteem or a negative self-concept, the nurse clinician needs to be aware of creative expressions and self-esteem in elders and encourage clients to feel good about themselves. The geriatric nurse clinician is in a unique position to help clients to realize their potential and help to redirect their energies toward productive endeavors.

Recommendations

The findings presented in this study have great implications for the geriatric nurse clinicians in primary health care settings. Creativity and self-esteem are important needs of elders and should be nurtured and motivated. Being in a health prevention and maintenance role, the nurse clinician can watch for decreased self-esteem which may lead to depression. Through therapeutic communication, the geriatric nurse clinician can intervene with low self-esteem elders and motivate them to improve their outlook through creative endeavors.

Further research can determine the importance of creativity and self-esteem in elders, ways to enhance creativity and self-esteem in elders, and a comparison of elders with high creativity and self-esteem with elders with low creativity and low self-esteem. Nurse clinician, through understanding and collaboration, can motivate elders to express themselves creatively which will lead to

attainment of goals, thus leading to healthy adaptation to the stresses of later life. Therefore the following recommendations are made:

1. Conduction of a study using a larger, randomized sample size.

2. Replication of this study to compare creativity and self-esteem in elderly males and females.

3. Conduction of a study to assess the effectiveness of an educational program to enhance creativity and self-esteem in elders.

4. Replication of the study of creativity and self-esteem using institutionalized elders.

5. Replication of a study comparing the effects of intrinsic and extrinsic values on the creativity and self-esteem in elders.

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APPENDIX A
INFORMATION/CONSENT SHEET

Information/Consent Sheet for Sample

I am a graduate nursing student from the Mississippi University for Women. I am conducting a study on creativity and self-esteem of the elderly. By participating in this study you will be adding to knowledge to help in the care of elders.

If you decide to participate voluntarily in the study you are asked to answer 2 brief questionnaires, each will take approximately 15 minutes of time. The information of the study is used for research purposes only. Your name will not be required on the questionnaires, only your age will be asked. All information will be confidential.

Thank you,

Sandra Cross, RN

- - - - -

I agree to participate voluntarily in the research study being conducted by Sandra Cross, and I understand that this study is to evaluate creativity and self-esteem in elders. I understand that I will fill out 2 questionnaires and I will need to put only my age on the form.

Date

Participant

Researcher

APPENDIX B

KHATENA-TORRANCE CREATIVE PERCEPTION INVENTORY

Cat. No. 24534R' Record Blank
Khatena-Torrance Creative Perception Inventory

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Name: _____ Age: _____ Sex: _____ Grade: _____
School: _____ Date: _____ Scorer: _____

SOMETHING ABOUT MYSELF

by Joe Khatena

A list of statements is given to you below. All you have to do is read them carefully and decide if they are applicable to you or not. If a statement is applicable to you show this by placing a check mark (✓) on the space provided on your test sheet. If a statement is not applicable to you, leave the space blank.

- | | |
|---|--|
| 1. <input type="checkbox"/> When I think of an idea I like adding to it to make it more interesting. | 12. <input type="checkbox"/> I have played the lead role, directed or produced a play or musical evening. |
| 2. <input type="checkbox"/> I am talented in many different ways. | 13. <input type="checkbox"/> I have confidence matching my talents against others. |
| 3. <input type="checkbox"/> I like making guesses, testing them, and if I am proven wrong, will make new guesses. | 14. <input type="checkbox"/> I am not afraid to take risks should a need arise. |
| 4. <input type="checkbox"/> I am an imaginative person, a dreamer or visionary. | 15. <input type="checkbox"/> I get so interested in what I am doing that I do not know what is happening around me. |
| 5. <input type="checkbox"/> Others consider me eccentric. | 16. <input type="checkbox"/> I have been instrumental in bringing about major changes in rules, procedures, organization or structure. |
| 6. <input type="checkbox"/> I have composed a dance, song or musical piece for voice or instrument. | 17. <input type="checkbox"/> I do not take for granted the accuracy of what others tell me. |
| 7. <input type="checkbox"/> I have painted, drawn, designed, sculptured, carved on wood, made models of my own design, did pottery, or creative photography. | 18. <input type="checkbox"/> To make an idea more easily understood I try to relate it to what can be seen, touched or heard. |
| 8. <input type="checkbox"/> My productions were on exhibitions or won prizes. | 19. <input type="checkbox"/> I like to temper my thinking with my feelings especially when I am trying to produce. |
| 9. <input type="checkbox"/> I like breaking down something organized in a certain way into its component parts and reorganizing it in a different way to make it something no one else would have thought of. | 20. <input type="checkbox"/> I am resourceful. |
| 10. <input type="checkbox"/> I have planned or carried out experiments. | 21. <input type="checkbox"/> I have invented a new product. |
| 11. <input type="checkbox"/> When I am faced with a problem I try to think of original ideas. | 22. <input type="checkbox"/> I can spot the source of a problem and define it. |

23. ☐ I have improvised in dance, song or instrumental music.
24. ☐ I have designed stage lighting for a dramatic or musical evening.
25. ☐ I like to take various things or ideas that have not been put together before and combine them to make something original.
26. ☐ I can work for long periods of time without getting tired.
27. ☐ To be able to laugh or see the funny side of things helps me cope with everyday problems.
28. ☐ The beautiful delights me.
29. ☐ I experiment in cooking and make new recipes.
30. ☐ I see the answers to problems suddenly.
31. ☐ I have written a story, poem, play, TV or radio script, imaginative essay and the like.
32. ☐ I prefer to strive for distant goals even if present goals appear more attractive.
33. ☐ My relations with others must be real and meaningful.
34. ☐ To risk entering into the unknown would thrill me.
35. ☐ I am critical of others in a way that leads to improvements and advances.
36. ☐ I have always the urge to question.
37. ☐ I am very interested in and open to the ideas of others.
38. ☐ I think for myself though I may not always be right.
39. ☐ I prefer to work on my own rather than in a group.
40. ☐ I can delay making judgments until I have sufficient information.
41. ☐ I can easily spot missing elements or gaps in knowledge or situations.
42. ☐ I do not hesitate to be playful and childlike when I am trying to be productive.
43. ☐ I do not like to have to do things in the way others prescribe for me.
44. ☐ I am a self-starter and do not have to depend on others to maintain my interest level.
45. ☐ I like to attempt tasks which others would consider difficult or challenging.
46. ☐ My desire to excel makes me productive.
47. ☐ I have produced a new formula.
48. ☐ I have shown organizational ability.
49. ☐ I have designed sets or scenery for a dramatic or musical evening.
50. ☐ I am prepared to review my judgments when new information turns up.

APPENDIX C

PERMISSION TO USE KHATENA-TORRANCE

CREATIVE PERCEPTION INVENTORY

APPLICATION FOR PERMISSION TO USE SELECTIONS FROM THE PUBLICATIONS OF
SCHOLASTIC TESTING SERVICE, INC.
480 MEYER ROAD, P.O. BOX 1056,
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Title Khatena-Torrance Creativity Perception Inventory Author Joe Khatena & E. P. Torrance
the following selection(s). (Give specific details of the material desired, indicating chapter, pages, line specifications and approximate number of words. Use the other side of this page if more space is needed): Page 3 paragraph 6, Page 6 the scoring guide and a brief summary of the reliability and validity pages 24-34.

To be included in a volume entitled Relationship of Creativity and Self-esteem in
elderly in the community
Author or compiler Sandra Cross To be published by _____

Type of edition: Trade hardbound _____ Trade paper _____ Text hardbound ☒ Text paper _____

☒ Thesis or Dissertation

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Date 5/14/90 Signature of Applicant Sandra Cross Social Security Number 587-66-1206

Name of Applicant Sandra Cross Telephone Number EN 693-0262

Address 2923 11th St Meridian, Miss 39301

If Student

Signature of Advisor Mary Patricia Curtis Title Associate Professor

Name of Advisor MARY PATRICIA CURTIS

College or University Mississippi Univ for Women Telephone Number (601) 329-7321

Address PO W 910 Columbus, MS 39701

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Date 5/18/90 by Brian Gilmanell, Editor

APPENDIX D
ROSENBERG SELF-ESTEEM SCALE

The Rosenberg Self-Esteem Scale

1. On the whole, I am satisfied with myself.
1. ☐ Agree 2. ☐ Disagree
2. At times I think I am no good at all.
1. ☐ Agree 2. ☐ Disagree
3. I feel that I have a number of good qualities.
1. ☐ Agree 2. ☐ Disagree
4. I am able to do things as well as most other people.
1. ☐ Agree 2. ☐ Disagree
5. I feel I do not have much to be proud of.
1. ☐ Agree 2. ☐ Disagree
6. I certainly feel useless at times.
1. ☐ Agree 2. ☐ Disagree
7. I feel that I'm a person of worth, at least on an equal plane with others.
1. ☐ Agree 2. ☐ Disagree
8. I wish I could have more respect for myself.
1. ☐ Agree 2. ☐ Disagree
9. All in all, I am inclined to feel that I am a failure.
1. ☐ Agree 2. ☐ Disagree
10. I take a positive attitude toward myself.
1. ☐ Agree 2. ☐ Disagree

APPENDIX E

PERMISSION TO USE ROSENBERG SELF-ESTEEM SCALE

March 27, 1990

Princeton University Press
Permission Office
41 William Street
Princeton, NJ 08540

Dear Sirs,

I am a graduate student in the Master's Nursing Program at Mississippi University for Women. In the partial fulfillment of the requirements for a Master's Degree in Nursing, I am conducting a research study, "Relationships Between Creativity and Self-Esteem in Elders Living in the Community."

I am requesting your permission to use the Rosenberg Self-Esteem Scale as a measurement tool for self-esteem. A self-addressed, stamped envelope is enclosed for your convenience in replying.

Sincerely yours,

Sandra Cross

Sandra Cross, RN

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APPENDIX F

COMMITTEE ON USE OF HUMAN SUBJECTS IN EXPERIMENTATION



MISSISSIPPI
UNIVERSITY
FOR WOMEN

Columbus, MS 39701

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Vice President for Academic Affairs
P.O. Box W-1603
(601) 329-7142

March 21, 1990

Ms. Sandra Cross
Division of Nursing
Campus

Dear Ms. Cross:

The Committee on Use of Human Subjects in Experimentation has recommended approval of your proposal "The Relationship of Creativity and Self-Esteem in Elders Living in the Community." I am happy to approve their recommendation.

Sincerely,

Dorothy Burdeshaw

Dorothy Burdeshaw
Interim Vice President
for Academic Affairs

DB:wr

cc: Mrs. Mary Pat Curtis

Where Excellence is a Tradition

APPENDIX G
INSTITUTIONAL CONSENT

Institutional Consent Form

TO: _____
Director of Institution

FROM: _____
Researcher

TOPIC: Request to utilize " _____ " as
Name of Institution

a research site for Masters Thesis project.

I am Sandra Cross, RN, a graduate student in the School of Nursing at University for Women, in Columbus, Mississippi. I am requesting permission to utilize your facility and enlist the cooperation of your clientele for collecting information for my Masters Thesis project.

My study deals with creativity and self-esteem in elders.

Two short questionnaires will be utilized in the study to collect data. It will take no more than 35 minutes for both tests, on one occasion only. A mutual convenient date will be arranged.

No one will be coerced into participating and participants may withdraw from the study at any time. Response will be totally anonymous, but I would like to know the age of the participant, only if they choose too.

Thank you for your cooperation.

Sandra Cross, RN

Consent of Student to Participate:

Authorized Signature

Date